DISTRICT OF COLUMBIA
PUBLIC SCHOOLS

Office of Data and Strategy

School Year 2013-14

Scorecard User Guide

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Scorecard Overview

THIS SECTION DESCRIBES THE PURPOSE, USES AND OVERALL LAYOUT OF THE SCORECARD.

Purpose and Uses

Purpose

The purpose of the scorecard is to give parents, students and community members in the District of Columbia a clear, objective picture of school performance. By incorporating multiple measures of school quality into one tool, the scorecard presents a unique opportunity to compare schools' strengths and weaknesses across the District.

Scorecards are available both in print and online at profiles.dcps.dc.gov. This User Guide is designed to help school staff and community members understand the various components of the scorecard as well as provide additional technical detail on each of the metrics displayed.

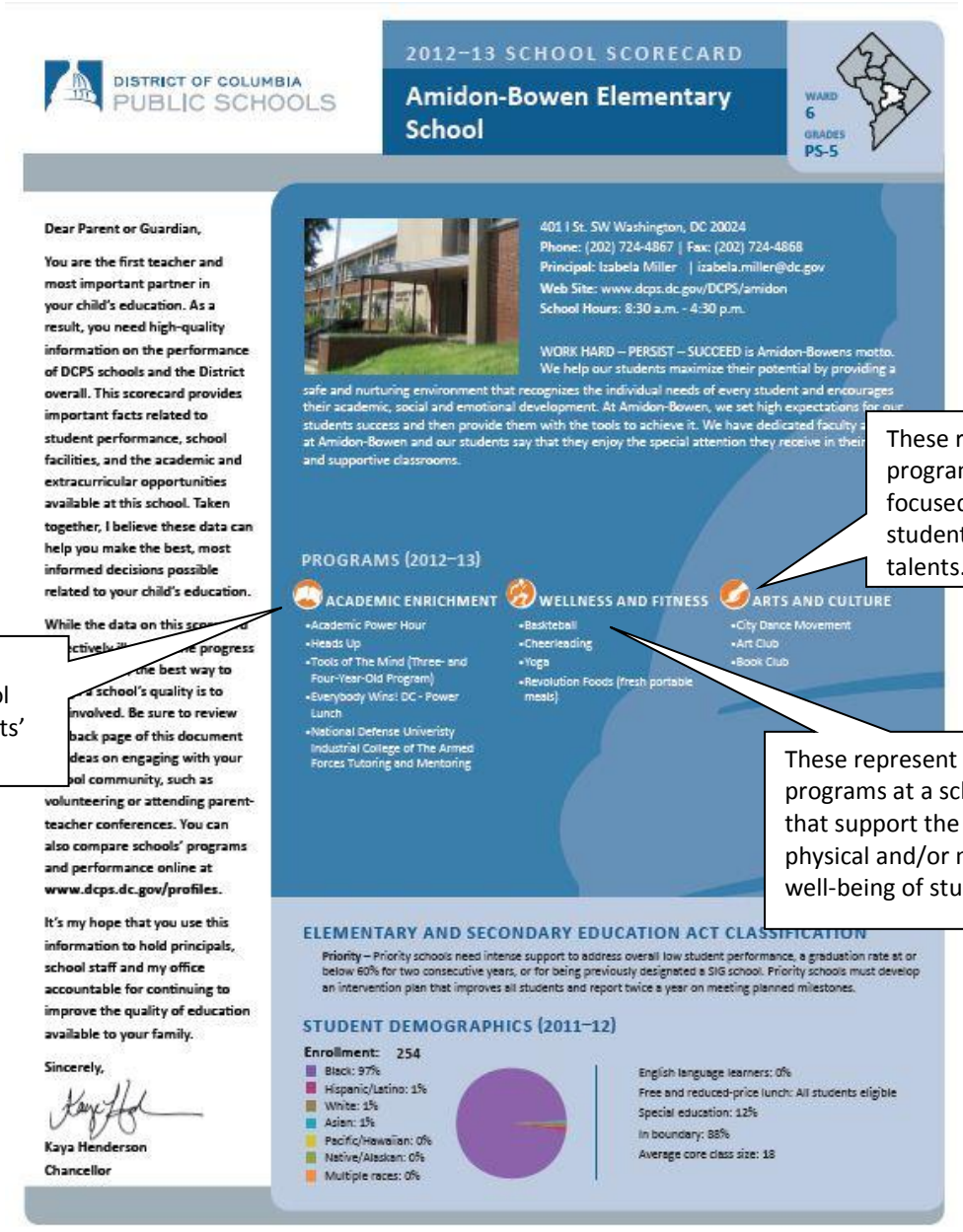
Parents seeking more information on their student's performance should contact their school principal. Suggestions for future releases of the scorecard can be addressed to the DCPS Office of Data and Strategy at dcpsdata.accountability@dc.gov.

Who should use the scorecard and how?

Students and their families	School administrators and staff
✓ Compare schools' performance in advance of the Common Lottery	✓ Distribute print copies of the scorecard during parent events
✓ Review each application high school's profile to choose the right school for your secondary experience	✓ Discuss areas for improvement with school staff at faculty meetings
✓ Highlight successes when fundraising for various school events	✓ Present the scorecard with your Comprehensive School Plan to your Local School Advisory Team
✓ Talk about the scorecard with your student's teacher during parent-teacher conferences	✓ Highlight successes on your school website
✓ Discuss the scorecard with other parents at community meetings	

School Profile

The front page of the scorecard is designed to provide a high-level profile of the school, including a photograph of the school building and information about its programs and community partnerships. The majority of this information is reported directly by school principals and academic leadership teams.



DISTRICT OF COLUMBIA PUBLIC SCHOOLS

2012–13 SCHOOL SCORECARD

Amidon-Bowen Elementary School

WARD 6

GRADES PS-5

Dear Parent or Guardian,

You are the first teacher and most important partner in your child's education. As a result, you need high-quality information on the performance of DCPS schools and the District overall. This scorecard provides important facts related to student performance, school facilities, and the academic and extracurricular opportunities available at this school. Taken together, I believe these data can help you make the best, most informed decisions possible related to your child's education.

While the data on this sc… progress … the best way to … a school's quality is to … involved. Be sure to review … back page of this document … deas on engaging with your … ol community, such as volunteering or attending parent-teacher conferences. You can also compare schools' programs and performance online at www.dcps.dc.gov/profiles.

It's my hope that you use this information to hold principals, school staff and my office accountable for continuing to improve the quality of education available to your family.

Sincerely,

Kaya Henderson
Chancellor

401 I St. SW Washington, DC 20024
Phone: (202) 724-4867 | Fax: (202) 724-4868
Principal: Izabela Miller | izabela.miller@dc.gov
Web Site: www.dcps.dc.gov/DCPS/amidon
School Hours: 8:30 a.m. - 4:30 p.m.

WORK HARD – PERSIST – SUCCEED is Amidon-Bowens motto. We help our students maximize their potential by providing a safe and nurturing environment that recognizes the individual needs of every student and encourages their academic, social and emotional development. At Amidon-Bowen, we set high expectations for our students success and then provide them with the tools to achieve it. We have dedicated faculty … at Amidon-Bowen and our students say that they enjoy the special attention they receive in their … and supportive classrooms.

PROGRAMS (2012–13)

ACADEMIC ENRICHMENT
- Academic Power Hour
- Heads Up
- Tools of The Mind (Three- and Four-Year-Old Program)
- Everybody Wins! DC - Power Lunch
- National Defense Univeristy Industrial College of The Armed Forces Tutoring and Mentoring

WELLNESS AND FITNESS
- Basketball
- Cheerleading
- Yoga
- Revolution Foods (fresh portable meals)

ARTS AND CULTURE
- City Dance Movement
- Art Club
- Book Club

ELEMENTARY AND SECONDARY EDUCATION ACT CLASSIFICATION

Priority – Priority schools need intense support to address overall low student performance, a graduation rate at or below 60% for two consecutive years, or for being previously designated a SIG school. Priority schools must develop an intervention plan that improves all students and report twice a year on meeting planned milestones.

STUDENT DEMOGRAPHICS (2011–12)

Enrollment: 254
- Black: 97%
- Hispanic/Latino: 1%
- White: 1%
- Asian: 1%
- Pacific/Hawaiian: 0%
- Native/Alaskan: 0%
- Multiple races: 0%

English language learners: 0%
Free and reduced-price lunch: All students eligible
Special education: 12%
In boundary: 88%
Average core class size: 18

These represent programs at a school that support students' academic progress.

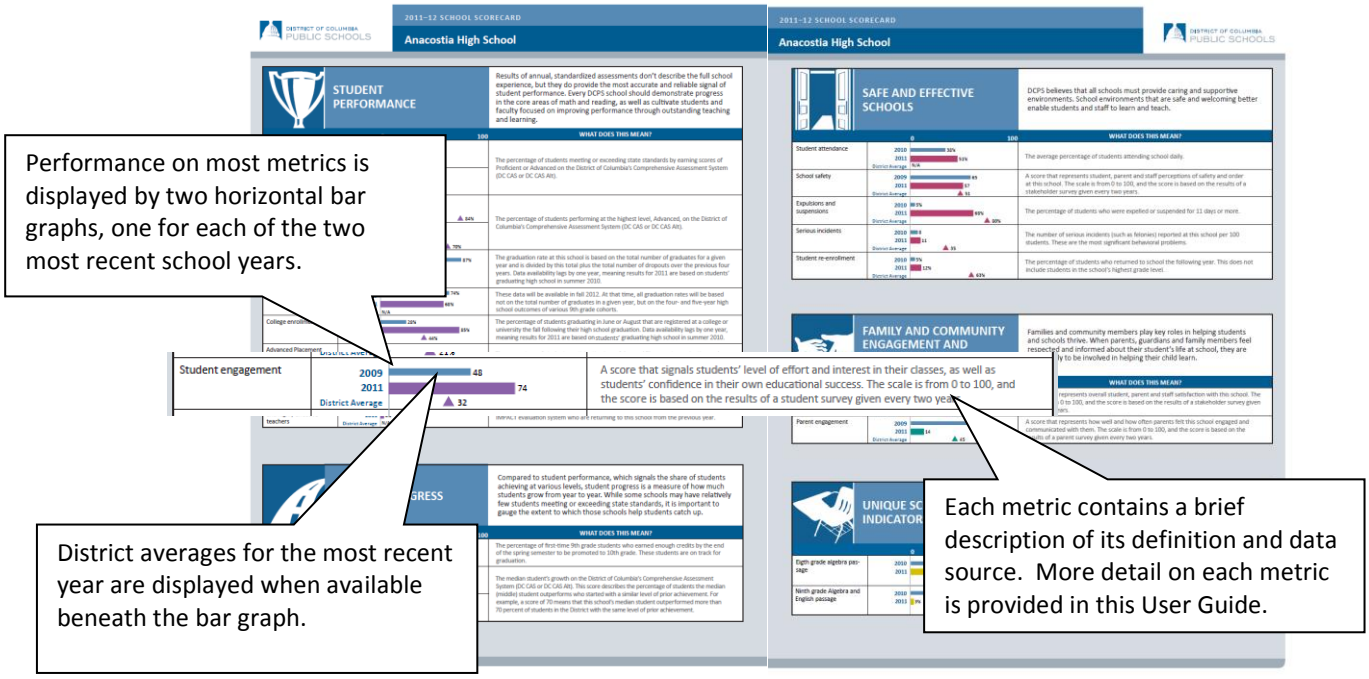
These represent programs at a school focused on developing students' artistic talents.

These represent programs at a school that support the physical and/or mental well-being of students.

Scorecard Metrics

The metrics within the scorecard are aligned to the Effective Schools Framework and address: Student Performance, Student Progress, Safe and Effective Schools, and Unique School Indicators. (Note that scorecards for Mamie D. Lee, Sharpe Health School, CHOICE Academy, Youth Services Center and Incarcerated Youth Program do not currently include these metrics.)

With a few exceptions, data are displayed for school years 2011-12 and 2012-13 so school performance can be tracked over time.



Additional Information and Next Steps

The last page of the scorecard includes family and community engagement opportunities offered at the school as well as additional descriptive information, such as facility information and Metro route information.

DISTRICT OF COLUMBIA PUBLIC SCHOOLS

2010–11 SCHOOL SCORECARD

Luke C. Moore High School

Facilities:
- Art room
- Auditorium
- Computer lab
- Gym
- Media center
- Music room
- Outdoor recreation space
- Science lab

Other:
- Parent organization
- School uniform
- Title I

Career Pathways:
- Business Administration

Community Partnerships:
- Alpha Kappa Alpha Sorority Inc. Rho Mu Omega Chapter
- The Wes Moore Foundation
- Learn Service International
- George Washington University Law School Mock Trial Team
- PNC Bank
- DC Department of Health
- Operation Hope
- Sister to Sister
- US Marshalls Service
- United Planning Organization- Onsite Day Care Center

GETTING TO SCHOOL

G8 (North Capitol Street Line)
G8 (Rhode Island Avenue Line)
H1 (Brookland-Potomac Park Line)
H2, H3, H4 (Crosstown Line)
H6 (Brookland-Fort Lincoln Line)
H8, H9 (Park Road-Brookland Line)
R4 (Queens Chapel Road Line)
Red Line: Brookland CUA

WHAT YOU CAN DO

Parents and community members play an important role in ensuring that every child, in every classroom across the district, receives the high-quality education he or she deserves.

Volunteer at school. Volunteers are key to helping students succeed. Many schools need volunteers who can work directly with students on reading and math, but volunteers also can provide support in classrooms, the office and the library, as well as help plan and staff events, write grants, and much more. For more information, check with the principal or visit **www.dcps.dc.gov/DCPS/volunteer.**

Join the school's parent organization. Parent organizations are an important part of every school community. They provide ways to support students through community events, fundraising and other activities. Joining a parent organization helps parents meet other parents who are engaged in their child's education. For more information, contact the school.

Attend parent-teacher conferences. Stay in touch with your child's teachers and ask that they be in touch with you. Ask your child's teachers about what kind of classroom behavior they expect and how they reward positive behavior. Ask what your child should be learning, how well he or she is doing, and what you can do to help. Parent-teacher conferences will be held at school on Oct. 18, 2010; Feb. 28, 2011; and May 16, 2011.

Work with or run for the school advisory board. This group advises the principal on the comprehensive school plan — including specific programs and activities that strengthen student performance, create safe and effective schools, and involve parents and families. For more information, check with the principal.

Talk to your child about school. Your opinion matters to your child. Ask your child about one thing he or she learned at school, and keep asking every day! For more information, visit **www.dcps.dc.gov/DCPS/studentsuccess.**

WHERE CAN I FIND INFORMATION ON OTHER SCHOOLS?

If you are interested in seeing the information contained here for every DCPS school, please visit **www.dcps.dc.gov/profiles.** You will be able to search for DCPS schools based on the information that you care about, and you will also be able to compare schools side by side.

HOW CAN I STAY UP TO DATE ON WHAT'S HAPPENING?

Be sure to let your school know if your contact information changes. Visit **www.dcps.dc.gov** regularly, and sign up to receive regular e-mail updates from DCPS at **www.dcps.dc.gov/DCPS/enews.**

Scorecard Metric Detail

THIS SECTION CONTAINS THE DEFINITIONS AND DETAILED EXPLANATIONS FOR EACH METRIC INCLUDED ON THE SCORECARD BY METRIC TYPE.

Important Metric Information

Background on the DC Comprehensive Assessment System

Many metrics, particularly those in the Student Performance section of the scorecard, are based on the results of annual test scores. DC Public Schools administers the DC Comprehensive Assessment System (DC CAS) to measure the academic proficiency of students. Proficiency is relative to students' mastery of the DC Content Standards, with which reading, math and science curricula are aligned.

There are four performance levels for the content areas measured by the DC CAS: Below Basic, Basic, Proficient and Advanced. Performance at the Below Basic or Basic level indicates the student has not mastered grade-level content. Performance at the Proficient or Advanced level indicates an overall understanding of the concepts, knowledge and skills required for the grade level. Generally, students scoring at these levels are able to apply such understanding to solve problems using learned strategies.

In order for a student to meet DC's state standards, he/she must score at either the Proficient or Advanced level. The first two Student Performance metrics concerning math and reading standards are derived from student performance on the DC CAS. DC CAS data for previous years can be found at the Office of the State Superintendent of Education's (OSSE) website: http://www.nclb.osse.dc.gov/.

Definitions of scorecard templates

Note that different school types have unique Scorecard layouts. In each of the metric descriptions in the following section, these abbreviations are used:

- K-8: Elementary schools and Education Campuses serving up to grade 8
- HS: High schools
- K-12: Schools with grade 12 and a grade below 9
- A: Alternative high schools
- SP: Special education schools
- ST: STAY evening schools
- P: Placement programs

District averages

When possible, District averages are displayed to put each school's performance in the context of the larger system. The District averages are calculated using all DCPS students in the grades served by the school. For example, on a middle school Scorecard the district average includes all 6-8th graders in DCPS. On a high school Scorecard the district average includes all 9-12th graders.

Minimum group size

Some metrics have a minimum number of observations (or "n-size") required to report a result. This safeguards against statistical fluctuations that naturally occur in small samples and help protect privacy. Minimum group sizes on the scorecard are 25 for DC CAS performance metrics and 10 for the teacher retention metric.

Metric Descriptions

Student Performance

Results of annual, standardized assessments don't describe the full school experience, but they do provide the most accurate and reliable signal of student performance. Every DCPS school should demonstrate progress in the core areas of math and reading, as well as cultivate students and faculty focused on improving performance through outstanding teaching and learning.

Metric/s: Student math performance	Templates: K-8, HS, K-12
Summary: The percentage of students achieving at each proficiency level on the District of Columbia's Comprehensive Assessment System (DC CAS).	
Detailed Description and Technical Information: This metric is calculated using definitions set forth in the OSSE Assessment and Accountability Manual, available online at http://osse.dc.gov/service/assessment-and-accountability. Students are excluded from these calculations if they are new to the United States or do not meet the Full Academic Year requirements.	

Metric/s: Student reading performance	Templates: K-8, HS, K-12
Summary: The percentage of students achieving at each proficiency level on the District of Columbia's Comprehensive Assessment System (DC CAS).	
Detailed Description and Technical Information: This metric is calculated using definitions set forth in the OSSE Assessment and Accountability Manual, available at http://osse.dc.gov/service/assessment-and-accountability. Students are excluded if they are new to the United States or do not meet the Full Academic Year requirements.	

Metric/s: Graduation rate	Templates: HS, K-12, A, ST
Summary: The graduation rate at this school is based on the total number of graduates who started high school four years ago.	
Detailed Description and Technical Information: Beginning in the fall of 2012, DCPS will report graduation rates based on the Four Year and Extended Year Adjusted Cohort Graduation methodology. This method focuses on four year, on-time graduation for cohorts of first time 9th graders. This metric divides the total number of four-year graduates by the sum of first-time 9th graders four years prior and students transferring in between grades 9 and 12, minus students transferring out between grades 9 and 12.	

Metric/s: 5-year graduation rate	Templates: HS, K-12, A, ST
Summary: The graduation rate at this school is the graduation rate including students who graduated in five years.	
Detailed Description and Technical Information: Beginning in the fall of 2012, the District of Columbia will report graduation rates based on the Four Year and Extended Year Adjusted Cohort Graduation methodology. The Extended Year Adjusted Cohort Graduation methodology is calculated the same way as the Four Year Adjusted Cohort Graduation but includes students who graduated within five years and does not account for any school transfers in the fifth year.	

Metric/s: College enrollment	Templates: HS, K-12, A, ST
Summary: The percentage of students who graduated with a regular diploma within four years who enroll in an Institute of Higher Education within 16 months of receiving their diploma.	
Detailed Description and Technical Information: This metric combines data from the Certified Graduates Roster with matched records from the National Student Clearinghouse, a national repository of college enrollment records. Students are counted as enrolled in college if they have any enrollment at a college or university that reports to the NSC in the year that they graduate from high school. Note that not all colleges and universities participate in the NSC and rates for the District of Columbia could be underestimated by 1 to 2 percentage points.	

Metric/s: Advanced Placement performance	Templates: HS, K-12
Summary: The percentage of students participating in an Advanced Placement examination and scoring 3, 4 or 5. These scores generally enable students to receive college credit.	
Detailed Description and Technical Information: This metric uses annual data made available by the College Board. Results are based on all of the Advanced Placement examinations in which students participate and for whom a valid score is returned.	

Metric/s: Individualized Graduation Plan Completion	Templates: A
Summary: The percentage of students who are on track to graduate based on their course plans.	
Detailed Description and Technical Information: This metric includes all students in grades 9 through 12. The numerator is the number of students who have completed the appropriate Course Plan for their grade level. The denominator is the number of students in grades 9 through 12.	

Student Progress

Compared to student performance, which signals the share of students achieving at various levels, student progress is a measure of how much students grow from year to year. While some schools may have relatively few students meeting or exceeding state standards, it is important to gauge the extent to which those schools help students catch up.

Metrics in the Student Progress section are based on the concept of growth. Unlike metrics in the Student Performance section, which focus on a school's status (its performance at a single point in time), Student Progress focuses on how much individual students in a school improve their performance over time. These growth metrics take advantage of data on all students in the District of Columbia to enable fair comparisons across DC Public Schools and DC Public Charter Schools.

The growth metrics in this section were computed as part of a statewide project led by the OSSE. Full technical information on the growth metrics is available on the OSSE website: http://osse.dc.gov/publication/school-level-model-measure-student-achievement-over-time-technical-report.

Metric/s: Student growth in math and reading	Templates: K-8, HS, K-12
Summary: This score describes the percentage of students the median (middle) student outperforms who started with a similar level of prior achievement. For example, a score of 70 means that this school's median student outperformed more than 70 percent of students in the District with the same level of prior achievement.	
Detailed Description and Technical Information: This metric is derived from a student growth percentile (SGP) model using data on all students testing in grades 3-8 and 10 in the District of Columbia. As a result, median growth percentiles (MGPs) at the school-level are comparable across DC Public Schools and DC Public Charter Schools. The detailed methodology, as well as the complete set of business rules used in the calculation, is available on the OSSE website here: http://osse.dc.gov/service/race-top. Students missing one of the two years of prior data are treated with a fixed effect and included in the model. Each student is assigned an SGP based on the location of his or her actual score relative to the nearest predicted percentile.	

Metric/s: First-time 9th grade completion	Templates: HS, K-12
Summary: The percentage of first-time 9th grade students who earned enough credits to be promoted to 10th grade. These students are on track for on-time graduation.	
Detailed Description and Technical Information: Students' first 9th grade year is determined based on transcript information entered into DC STARS, the system of record for DCPS student enrollment, attendance and course-taking data. Grade 10 status is based on students' completion of at least 6 credits, including Algebra I and English I, by the end of the school year or in summer school. Students are associated to schools based on their school of enrollment at the end of the year.	

Safe and Effective Schools

DCPS believes that all schools must provide caring and supportive environments. School environments that are safe and welcoming better enable students and staff to learn and teach.

Metrics in the Safe and Effective Schools section are based on data related to a school's culture, such as attendance and behavior. While school culture is necessarily hard to measure, DCPS believes these indicators are closely linked to student achievement in a school.

Metric/s: In-seat Attendance	Templates: K-8, HS, K-12, A, ST
Summary: The In-seat Attendance (ISA) rate of students attending school.	
Detailed Description and Technical Information: In-seat Attendance is calculated by dividing the membership days of each student minus full-day absences of those students by the membership days of each student. Some absences such as school authorized activities are not counted as an absence.	

Metric/s: Truancy Rate	Templates: K-8, HS, K-12, A, ST
Summary: The percent of chronically truant students at the school.	
Detailed Description and Technical Information: This metric uses end-of-year data to calculate the percent of chronically truant students at a school. A student is considered chronically truant if they have accrued 15 or more full-day unexcused absences between the ages of 5 and 18 and have 25 or more membership days at that school. Business rules for calculating truancy were updated for SY 2013-14, and these figures were calculated prior to that change. Beginning SY 2013-14, a student is considered chronically truancy if they have accrued 10 or more full-day unexcused absences at that school between the ages of 5 and 18.	

Metric/s: Out-of-school suspensions	Templates: K-8, HS, K-12, A, ST
Summary: The percentage of students who received at least one out-of-school suspension.	
Detailed Description and Technical Information: This metric is calculated by dividing the total number of students with at least one out-of-school suspensions (as defined by Chapter 25 of the District of Columbia Municipal Regulations) by the total number of registered students in a school as of October 5 of each school year.	

Metric/s: Long-term suspensions	Templates: HS, K-12, A, ST
Summary: The percentage of students who received at least one long-term suspension (11+ days).	
Detailed Description and Technical Information: This metric is calculated by dividing the total number of students who received at least one long-term suspension (as defined by Chapter 25 of the District of Columbia Municipal Regulations) by the total number of registered students in a school as of October 5 of each school year.	

Metric/s: Student safety	Templates: K-8, HS, K-12, A, ST
Summary: A score that represents student perceptions of safety and order at this school. The scale is from 0 to 100, and the score is based on the results of a student survey.	
Detailed Description and Technical Information: A description of the items used for this scale is located in Appendix I.	

Metric/s: Student satisfaction	Templates: K-8, HS, K-12, A, ST
Summary: A score that signals students' overall satisfaction with their school. The scale is from 0 to 100, and the score is based on the results of a student survey.	
Detailed Description and Technical Information: A description of the items used for this scale is located in Appendix I.	

Metric/s: Student re-enrollment	Templates: K-8, HS, K-12, A, SP, ST
Summary: The percentage of students who returned to school the following year. This does not include students in the school's highest grade level.	
Detailed Description and Technical Information: This metric calculates the percentage of students enrolled at the school on May 31st and also enrolled on October 5th of the following year. Students in the school's highest grade level are excluded. Students repeating or skipping a grade still count as re-enrolled; this metric does not track grade level promotion.	

Metric/s:	Templates:
Retention of effective and highly effective teachers	K-8, HS, K-12, A, P, SP, ST
Summary: The percentage of teachers rated Effective or Highly Effective who return to this school the following year.	
Detailed Description and Technical Information: This metric uses the IMPACT rating of all classroom teachers who were employed at the school on Oct. 1 and calculates the percent of those teachers who are still at the school at the beginning of the following year. Teachers that are promoted or retire are still included in this calculation as non-retained, as well as teachers who are retained but are employed by a different school. If a school does not have at least 10 teachers who were ranked Effective or Highly Effective, this metric appears as N/A.	

Appendix I: Stakeholder Satisfaction Survey Metrics

On the student surveys, respondents were asked to answer questions using the following scale as shown in the tables below, unless otherwise specified: Strongly Agree, Agree, Disagree, and Strongly Disagree. The scorecard metric values calculated using these answers are:

- Student satisfaction
- Student safety

Student satisfaction

Question
I would recommend my school to other students.
My family is welcome at my school.
We have enough teaching materials (like books, photocopies, and calculators) for all.
My school is clean and well maintained.
I feel safe at my school.
My school is calm and in control.
My school offers good after-school options.
I like my school.

Student safety

Question
How often do students in your school get into fights? *Answer scale: Often, Sometimes, Rarely, and Never*
How often do students in your school get made fun of for the way they look or talk? *Answer scale: Often, Sometimes, Rarely, and Never*
How often do students in your school have things stolen or damaged by other students? *Answer scale: Often, Sometimes, Rarely, and Never*
How safe you feel in your classes? *Answer scale: Very safe, Mostly safe, Somewhat safe, and Not safe*
How safe you feel in the hallways and bathrooms of the school? *Answer scale: Very safe, Mostly safe, Somewhat safe, and Not safe*
How safe you feel outside around the school? *Answer scale ranges from Very safe, Mostly safe, Somewhat safe, and Not safe*
I feel safe at my school.
My school is clean and well maintained.
My school is calm and in control.